

TGreen.Org Financial Literacy Curriculum

NOTE: CURRICULUM USES THE NEWARK PUBLIC SCHOOLS FINANCIAL LITERACY CURRICULUM GUIDE 2010-11 (NPS), TGREEN.ORG ORIGINAL LESSONS (TGREEN), AND PERSONAL FINANCIAL LITERACY 2E BY JOAN S. RYAN (RYAN)



PLAN 1

ACTIVITY: **TIMER-** Solicit a volunteer to measure twenty minutes on a timer for a stretch break. (At every twenty minute interval, the class should stand up take a deep breath and stretch for 10 – 30 seconds. This resets and refreshes student brains.)

ACTIVITY: **ICE BREAKER-** Class sits in a circle, introduces themselves, and tells the story of something they purchased in the past that they regretted, and why.

DISCUSSION: **ENTREPRENUERSHIP-** What is an Entrepreneur? What is the difference between an entrepreneur and someone with a job?

ACTIVITY: Make a list of entrepreneurs you know, either personally or through the media.

DISCUSSION: Think of an invention or product you could sell that would make you rich. Discuss the ideas.

ACTIVITY: Let's assume you sell your invention or idea today for a million dollars. What would your life look like five years after you got paid the million dollars? Draw a picture or write a paragraph.

DISCUSSION: Five years from now, would you be richer or less rich than today? If it was a competition with your classmates, how are you going to determine who is the richest in five years? What metrics will you use to measure who is richest? (Define metrics using baseball or grades analogies).


TOPIC: What is TGreen.org, and why are students here? What is TGreen's goal for the students? What are the goals of the students?

DISCUSSION: Will everyone in the class survive the early steps of the program and be able to participate in getting paid and charging items? What do the students think will happen?

DISCUSSION: **GROUND RULES-** Solicit class ground rules from students and list on board. What are rules any classroom needs to function smoothly? How about a job, which is more like what TGreen is like? How should the class handle lateness, absences, texting,

ringing phones, bathroom breaks, etc.? What happens at a job when an employee shows up late the first time? How about the third time? Collect a list of rules that everyone agrees they will follow. Have students copy into their notebooks.

ACTIVITY: **INVOICE**- Create a sample invoice and have students submit for their time. Invoice should have the following elements:

Student Name Address 	
DATE:	
BILL TO:	
DESCRIPTION:	
SIGNATURE:	TOTAL AMOUNT \$



PLAN 2

ACTIVITY: **TIMER**- Solicit a volunteer to measure twenty minutes on a timer for a stretch break.

DISCUSSION: **SOCIAL SECURITY CARD**- What is your social security number used for? How did you get one? Do you know it by heart? What organizations ask for your social security cards? Why should you protect your number? What can happen if someone else, even a family member, gets your number?

HOMEWORK: Students who have either a government Photo ID and a social security card or their social security number must bring them in.

ACTIVITY: Take an inventory of who has Photo IDs and Social Security Cards and who has only Social Security numbers. Students must safeguard the cards until we need them in the near future.

ACTIVITY: **INVOICE-** Students who show up on time, listen in class, and do the activities successfully can submit an invoice for \$5.00 in pay. The invoice should have the elements as shown in the image:

At the end of class, students get a \$5.00 bill (cash) and in return mark "Paid" on the invoice, sign it, and hand in the invoice.

DISCUSSION: **STUDENT SALARIES-** Should students get paid to go to school? What are the pros and cons? What would happen if students got financial rewards for successfully going to school? Our parents didn't get paid to go to school. Does this make it right or wrong? What are other areas of life that people get money or rewards for working successfully?

TOPIC: Reward vs. Punishment. Which is more effective. The US Navy used to publically lash sailors as punishment. Uriah Levy convinced the navy to eliminate the practice. Not because it was cruel, but because it was ineffective. Now the Navy publicly promotes those with good behavior and punishes in private. Parents reward one-year old children when they walk. Workers get bonuses and rewards for good work. For some reason, many people tend to punish children and teens for mistakes and poor behavior. Studies show that rewards are much more effective.

TOPIC: **BUDGETING-** Ask the students to write down on a piece of paper how much money they think they will need to live when they are grown up. Have the students share their number. Now, tell them to double whatever they wrote down and make that their financial goal. If they work hard, they just might be able to achieve their dream. Discuss Budgeting: Of a person's monthly salary, 1/3 usually goes to food, 1/3 goes to housing, and 1/3 goes to other expenses. Draw a pie chart with three pieces on the board labeled "Housing," "Food," and "Other." Have them come up with different items that one must budget for in each third.

TOPIC: **EMERGENCY FUND-** In a perfect world, everyone would save enough money so that they could live for 3 to 6 months if they stopped working due to injury or lay-off. In reality, almost half of all Americans have debts that they cannot afford to pay off every month.

HOMEWORK: Students must "save" at least \$2.00 of their pay and, at the next class, return with \$2.00 in order to pass to the next level.

ACTIVITY: Students write down what they did or are planning to do with the \$3.00 and hand in the document.

HOMEWORK: Students who have either a government Photo ID or a social security card or their social security number must return to class with them.

ACTIVITY: Students who do not have a government Photo ID or a Social Security Card will make arrangements with TGreen to apply for ID and a copy of their social security card.



PLAN 3

ACTIVITY: Solicit a volunteer to measure twenty minutes on a timer for a stretch break.

ACTIVITY: Students show their homework (\$2.00) and get their activity gets entered into the ledger book. Every student gets a page. If they showed the money, \$2.00 goes in the debit column. If they did not return with the money, \$2.00 goes in the credit column. Students should update their ledger and hand it in. Any student caught falsifying records would automatically be dismissed from the program.

LEDGER						
STUDENT NAME: <u>Sample</u>						
DATE	DEBIT	CREDIT	TOTAL BALANCE	STARTING CREDIT SCORE	CHANGE	ENDING CREDIT SCORE
1/15	\$2.00		\$2.00	600	+100	700
1/18		\$2.00	0	700	-100	600

NOTE: This ledger is the opposite of what a bank does. This is on purpose, because this is not the bank's ledger, it's our ledger (our ledger and a bank's ledger are opposite and balance each other out). This chart introduces proper double-entry accounting practices. In double-entry accounting, when someone increases his or her savings and his or her net worth goes up, that's called a debit. When someone loses his savings and his or her net worth goes down, that's a credit. Every beginning accounting student has to force their brain to memorize this.

A bank statement (same thing as a ledger) looks at transactions like the one above from their point of view, which is opposite the customer. When you put \$3.00 in your bank account, the bank owes you the money and now has a debt to you, which is called a credit (that's why your bank statement shows a credit when you make a deposit). When you withdraw the \$3.00 from your bank account, the bank no longer owes you the money, so the bank calls the withdrawal a debit. Even though the bank gave you your money back, for just this part of the transaction the bank feels richer because it doesn't owe you the money any more. This ignores the fact that banks like deposits so they can loan them out and earn profits.

DISCUSSION: How many people saved and returned with \$2.00? Did they spend the \$3.00 as they previously wrote down? Why or why not? Should we give another round

of money in the future to the people who didn't return with \$2.00? If we do give them more money, should we impose different rules on them than the people who did the assignment?

DISCUSSION: In what situations do people borrow money? List examples. What would the students want to borrow money for? Is borrowing money a good thing or a bad thing? In Hamlet, Shakespeare wrote "Neither a borrower nor a lender be." Is this always true?

DISCUSSION: What is the difference between being financially rich and being financially wealthy?

TOPIC: BORROWING:

There are lots of situations where people borrow money: to pay an unexpected bill, to buy a car, credit cards, to pay for college, etc. In each case, you're borrowing money from a lender with a promise to pay it back.

Who are lenders? At times a lender is family, friends, loan or pawn shops, banks, or angel investors. In each case, the lender makes money by charging you an extra amount in interest and fees over and above the amount of the loan itself. Sometimes family and friends make loans and only want the original loan paid back, not the interest. If the lender does not want any interest and does not expect the original loan money back, then the loan is forgiven and it becomes a gift.

For a loan, the cost of borrowing money mostly depends on three things: How much you borrow, called the principal; how long you take to pay the money back, known as the term and the interest rate you're being charged.

Most loans require guarantees or something to secure them. Sometimes students borrow money and the lender requires a parent with a job to co-sign the loan. In this case, the parent is promising to pay back the loan if the student fails to pay it back. Not paying back a loan is called a default. This means that the lender defaulted on their promise to pay back the loan.

Friends and family will sometimes write down loan details and a promise to pay it back. This is sometimes called an I.O.U. and can be just a couple of sentences long. Other documents which write all loan details and promises to pay back are called Notes. Notes on large loans can be extremely detailed and dozens of pages long.

ACTIVITY - Percentages- Split the class in half and have each group move to opposite sides of the room. The instructor then uses percentages to tell how many students should be on each side of the room. Follow this with discussion on interest rates.

ACTIVITY: In two minutes, draw a picture of the dream house you hope to live in some day. Imagine you are going to buy the dream house. What would you want to know before you pay for the house? List all the items you would investigate, research, or check out before you bought the house.

TOPIC: LOANS ON A HOUSE - A loan on a house is secured by the house itself. If the loan is not paid back, the bank will foreclose on the house and the borrower then loses the house and the bank owns it. A mortgage is the document that gives the
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bank the right to do this. A mortgage is a document that the borrower signs stating the house has a debt to the bank on it, and the debt needs to be paid before the house is re-sold. This document is actually filed, or "recorded," in the clerks office of the county in which the house is located. Why is this done? This way, the loan is public knowledge, and no one else can loan money secured by the house and expect it to be paid back before the original lender gets paid back. Debts get paid back in the order they are recorded in the county clerks office.

How can a bank or a buyer confirm if a house already has debts on it? Before making a house loan, Banks and borrowers hire an outside company – a Title Company – to do a search. (Title is defined as the bundle of rights that give legal ownership of a property. If a woman tells someone "I have title to this house," she is using a more precise way to say that she owns it.) The Title Company charges a fee to review all records, including any documents recorded in the county clerks office. This reveals any other debts or loans or claims on ownership. A Title Report lists everything the Title Company found. If everything is acceptable, the loan proceeds.

Steps to Buying and Selling a House	
1. Listing	6. Mortgage Commitment
2. Offer	7. Title Search
3. Acceptance	8. Closing / Transfer of Title
4. Contract of Sale (aka Purchase and Sale Agreement)	9. Recording of Deed and Note and Mortgage
5. Due Diligence (Building Inspection, Environmental, Regulatory, Books and Records, Other)	

DISCUSSION: Can someone get a loan without having income or without proving they are responsible with money? Why would that be a bad idea?

ACTIVITY: The class takes on the role of a bank loan committee, and each student (or pair of students) gets up in front of the class to pitch the "committee" for a loan. Each student should try and convince the "committee" to give a loan, addressing what it will be used for, how much would be fair to charge, how it will be paid back, and if it will be guaranteed. In the end the class can discuss which loans it would and would not be comfortable making.

HOMEWORK: Students who have either a government Photo ID or a social security card or their social security number must return to class with them.



PLAN 4

ACTIVITY: Solicit a volunteer to measure twenty minutes on a timer for a stretch break.

TOPIC: CREDIT - Credit is the ability to borrow money.

Lenders will only loan you money if they have trust and confidence that you're able to pay them back. Earning their trust is called establishing credit.

Every time you borrow money and keep your promise to pay it back, you strengthen your ability to borrow again the next time. That's called building a good credit record, or a good credit history.

TOPIC: CREDIT CARDS – Credit Cards are a special kind of loan. To get a credit card, a person must apply to a bank. A credit card application will have dozens of questions about a person's home address, birthday, social security number, job and salary history, and financial information. Why does the bank want all this information? Because when a bank gives a credit card to a person, the bank is agreeing to give a loan to that person for a specific amount between \$300 and perhaps \$25,000. A credit card applicant usually does not pay any money to get a credit card. When approved, an applicant gets a credit card that gives the holder the right to buy things without putting any money down. Stores give their merchandise to credit card holders and only require the card number and perhaps a signature, a pin or a swipe of the card. The bank immediately pays the bill for you. Within 30 days, the bank sends a statement to the card holder detailing all their charges for the month and the amount owed. Within 25 days, the card holder, or "borrower," must pay back the money borrowed to buy the merchandise. When completing a credit application, a borrower agrees to pay back the bank on time. Banks usually allow a card holder to pay back only a portion of the money he or she owes. These minimum payments can be made according to a predetermined schedule.

If the borrower does not pay the full amount owed within 25 days, banks then charge interest on the money owed. If the borrower is late sending in the money, the banks impose late charges. These charges can become expensive quickly and may cost more than the amount spent in the first place.

Banks decide how much money to allow each credit card holder to charge, or borrow. This is called a credit limit. Every credit card holder has a different limit. This limit is the total amount a credit card holder can owe back to the bank.

DISCUSSION: How do you think banks decide the credit limit for each credit card holder?

TOPIC: People use credit cards for a variety of reasons, which include establishing a good credit history. What is a credit score? What companies create a credit score? How do these companies keep track of a person's credit? Show a sample individual's credit report to the class. How many years can it take to repair bad credit?

ACTIVITY: Calculate a credit score. Everyone in this class starts with an arbitrary credit score of 600. If you returned with \$2.00, your credit score goes up by 100 to 700. If you failed to return with the money, your credit score goes down by 100 to 500. Partial reductions for partial return of money are allowed.

DISCUSSION: Remind the students that they earned one million dollars from their inventions on day one. Ask: Would you share the million dollars you got with anyone? Who would you share it with? Why? Would you loan it or give it? Would you want to know the person's credit score? Why or why not? What would you expect in return? Would you charge interest? How much interest? When would you want the interest paid to you? When would you want the original loan paid back to you? Do they have to be paid together? Do you think the loan would get paid back? What would you do if you didn't get paid back? What does the law allow you to do?

ACTIVITY: List any synonyms for the following words:

Loan
Principle
Interest
Note
Borrower
Lender
Default

DISCUSSION: List scenarios in which interest raised are commonly used.

ACTIVITY: Students who returned with their \$2.00 have proven that they have some responsibility with money, and they also have proven they are \$2.00 richer. They now get a loan for \$5.00. They prepare and sign a note with the following elements:

Name of Borrower
Address
Name of Lender
Date Money is Borrowed
Amount Borrowed
Date Loan is Due. (the next day)
Interest - _____ per month or any part of a month

ACTIVITY: Calculate interest rates on a worksheet. Why do banks pay interest to people who put their money in bank accounts?

DISCUSS: Teach the Rule of 72. To estimate the number of years required to double an original investment at a compound interest rate, divide 72 by the interest rate (percentage). For example, if a girl puts \$100 in an investment with a compounding interest rate of 6% per year, use the rule of 72 by dividing 72 by 6 = 12. In 12 years earning 6% interest, the girl's investment will be worth \$200 if she never withdraws any money.

DISCUSS: Two workers save money in an IRA every year. One deposits \$2,000 each year from the time he is 20 years old for ten years and then stops adding funds. Another worker starts at 30 years old and deposits \$2,000 a year until he is 65 years old. Assume the IRAs earn a steady compounded interest rate over the life of the IRA. At the age of 65, which worker has saved more? Because of the extra years of compounding, the worker who started saving at age 20 and made deposits for only 10 years will actually have a larger balance at age 65.

HOMEWORK: Students complete Interest Rate worksheet to gauge comprehension.

HOMEWORK: Students who have either a government Photo ID or a social security card or their social security number must return to class with them.

ACTIVITY: Students who do not have a government Photo ID or a Social Security Card will make arrangements with TGreen to apply for ID and a copy of their social security card.



PLAN 5

ACTIVITY: Solicit a volunteer to measure twenty minutes on a timer for a stretch break.

TOPIC: Fraud. As someone once said, People are staying awake at night trying to figure out how to steal your money. Protecting your savings and finances is your duty once you start to earn and save money.

DISCUSSION: What interest rate will a bank charge you for a loan on a house? Historically, except for some anomalies, it could be anywhere from 3 – 9%. If you promise to pay that ANNUAL interest rate, banks will loan you money for years at a time. At a hypothetical rate of 4 or 6%, if you borrow \$500,000, how much interest would you owe the bank after one year? If you had an investment with a guaranteed return (there is no such thing), and you promised people a 10% return each year for many years, how much money do you think you could raise from rich people on Wall Street? The answer at the end of the 20th century and beginning of the 21st? Trillions of dollars. Saavy investors would throw unlimited money at you if you could guarantee those returns, and all you are doing is giving them a 10% return PER YEAR. At that rate, it would take them 7.2 years to double their investment. Now, someone offers you a way to double your money in 6 months. Do you think they are smarter than all the investors on Wall Street? Are the two of you're the only two people who have figured out this secret system to double money? Not a chance.

TOPIC: Identity theft and how to safeguard your personal data. Protect Social Security and Credit Card numbers. Do not share your debit card or credit card number with anyone, including family members or boyfriends or girlfriends. Frequently those close

with you will “borrow” your number to buy something with the intent of paying you back but then not have the money to do so.

Never cash a check for someone! This can be a scam. Someone gives a you a check that they say they need help cashing. The check is for \$1,000. They say if you give them \$900, you can keep the other \$100 for helping out. You deposit the check in your bank account and give the person their portion of the money, minus your fee for helping. Your bank account statement says you have deposited \$1,000 and withdrawn \$900. Two days later, though, the bank informs you that the \$1,000 check bounced and they deduct the deposit from your account. Now you have -\$1,000, and you are in the hole. Good luck trying to collect back the money from the con artist who gave you the original check.

TOPIC: What are other ways you can get taken? Here are some warning signs and red flags you may hear when an investment or a money-making opportunity is a scam. (From A Woman’s Guide to Investing by Virginia B. Morris and Kenneth M. Morris)

RED FLAG	WHAT IT USUALLY MEANS
Hot Tips and Rumors	Not Backed by Facts or Illegal
Insider Information	Illegal and perhaps Bogus
Ground Floor Opportunities	Speculative Investment in a Company with No Track Record
Guaranteed Profits or High Returns	Nothing is guaranteed. Professionals never use that word. High risk.
Quick Profits	Quick Profits for the Scamer
Pressure to Buy Quickly	Investment will not stand up to scrutiny or research.
Penny Stock that Will Go Up Quickly	All penny stocks crash, and it may be right after you buy it.

What is the closest an investor can get to a guaranteed return? Most investors around the world agree that buying U.S. Bonds is the safest investment. A bond is like an IOU that the government gives you when you buy the bond (You buying a bond is the same as you loaning the government money). The risk that the government will not pay back the bond is very small. Why? In the U.S., we have a stable political system and government that has paid its obligations for almost 250 Years. People believe that if the government runs low on money, it can always raise taxes to collect more money and pay back its debts. Do you believe the government will always pay its debts? What is the risk that the government will not pay someone back?



PLAN 6

TOPIC: Review Credit Card Statements and How to Handle Credit Cards-

Credit card is a loan. What happens when you buy a \$30 sweater at Target with a credit card? The bank transfer the money to Target almost immediately, which means the bank just loaned you the money to buy the sweater. When the credit card statement arrives, the buyer has about 21 days to pay back the loan from the bank before the bank starts to charge interest and late fees. Print out copies of a credit card statement for students to review. Topics for study:

Statement Date	Payment Due Date	New Balance
Minimum Payment	Interest Rate	Late Fee

Compare interest rates on a credit card to interest rates on a home mortgage and on a bank account.

How do banks make money issuing credit cards if they don't charge you when you pay it back on time? Most people don't pay it back on time. Also, the merchant has to pay the bank 2-3% of the cost of the sale to the bank. If you buy a meal for \$100 and charge it, the restaurant is only given \$97 by the bank.

Protection- What to do in the following cases?

- Lost Credit Card
- Stolen Credit Card
- Unauthorized use by family member or friend
- Unauthorized use by unknown person

At any time, a user can call the bank and have the credit card number canceled. The bank will issue a new card with a new number and mail it within 10 days.

Lottery Exercise: Break students up into groups and have them read the article on Lottery Winners.

Discussion: What choices are individuals forced to make if they are to win the lottery?
 Questions: Do lottery winners take home all their earnings at once?

Question: Why do all these lottery winners go broke?
 Answer: They spend their money rather than living off the interest.

DISCUSSION: Lottery winners and professional athletes who faced money troubles and bankruptcy (NPS p. 219). What is delayed gratification?

Use percentages to turn the discussion into the loan activity.

DISCUSSION: What extra credit or payments can students do or make to repair their credit? The more students who pay back their loans, the lower interest rates TGreen can charge the group and the more money everyone will get back. If the extra credit

is too easy, there will be less of an incentive for loans to be paid back and everyone will end up with less money because interest rates will be higher.

The students who returned with \$2.00 or did the extra credit as determined by consensus in the class sign their note and get the \$5.00. All students who are eligible must accept the loan.

DISCUSSION: The note requires payment of interest each month or any part of a month. The interest rate should be 5% if everyone returned with \$2.00 or 50% if less than half the class did. Adjust the rates to interim amounts as needed.

ACTIVITY: Students who show up on time, listen in class, and do the activities successfully can submit an invoice for \$5.00 in pay. The invoice must have the following elements:

- Name
- Address
- Date
- To whom the invoice is being submitted
- Description of the job they did to earn the money
- Total Amount Due

Students at this point have earned a stipend. At the end of class, they get \$5.00 cash and in return mark "Paid" on the invoice, sign it, and hand in the invoice.

ACTIVITY: Students write down or draw a picture of what they are planning to do with the money and hand in the document.

HOMEWORK: At the next class, students must return with the \$5.00 loaned and the interest of 25 cents (if interest was 5%). Each student must pay back the loan in order to advance to the next level.

Interest Rate	Amount Due on \$5.00
5%	25 cents
10%	50 cents
15%	75 cents
20%	\$1
25%	\$1.25
40%	\$2.00
50%	\$2.50



PLAN 7

ACTIVITY: Solicit a volunteer to measure twenty minutes on a timer for a stretch break.

ACTIVITY: Students pay back the loans in full. (MATERIALS: Have a handful of quarters and dollar bills ready to make change.) Write "Satisfied" in big letters across the note. Each student's ledger is updated. Students who don't return the money or do the extra credit owe \$6 and can't go on to the next level. Credit scores are adjusted up or down.

DISCUSSION: Giving charity is part of what happens when people have money. Often we want to help people less fortunate than us. What is an appropriate amount of money for a person to give away every year? The government encourages charity by making donations tax-deductible on our taxes. Some religions ask their followers to donate a certain amount every year. Does anyone in the class currently give to a charity? Which one and why? Discuss charitynavigator.com. It gives third-party evaluations and financial pictures of all major charities.

ACTIVITY: Create teams of 2 or 3 students. Give each team \$10 or \$20 in cash. Have them go out to the street or a public area to use the money for charity or to help someone. When the teams return have a volunteer from each team describe what they decided to do with the money. Was anyone able to leverage the money so that it created an impact beyond the original amount?

DISCUSSION: TAXES. What taxes can a person expect to pay?



PLAN 8

ACTIVITY: Solicit a volunteer to measure twenty minutes on a timer for a stretch break.

ACTIVITY: Students must start a business. Write a paragraph describing how their business is going to function and how the business is going to make money (this is known as a business plan) or draw a picture of their business. Students who paid back the loan get \$5.00 to invest in their business.

TOPICS:

Equity or Capital

Stock

Ownership

Return on Investment (ROI)

Expenses

Revenue

Net Income

ACTIVITY: The teacher rolls dice or spins a wheel to determine how much each stock goes up. The students get their original investment back plus the profits based on what random amount the stock went up. Stocks in this exercise will go up 10 to 100%. In the real world, an investor may not be so lucky.

DISCUSSION: What is the difference between getting a job and starting a business. What are the pros and cons. Is one easier than the other? Both can be stressful and entail hard work, so what is the point of doing either? Who are your role models for both.

JOB- Regular Hours, steady pay, responsibilities end when you go home, taxes are less complicated, not responsible for company debts

ENTREPRENEUR- Your own boss, You chart the company's direction and strategy, Ultimate Responsibility, Longer and Flexible hours, Income varies,



PLAN 9

ACTIVITY: Solicit a volunteer to measure twenty minutes on a timer for a stretch break.

SPECIAL: CEO Guest speaker to discuss his or her rags-to-riches story of entrepreneurship, adversity, and success.

ACTIVITY: Watch the 6-minute Video "The Key to Success? Grit." By Angela Lee Duckworth.



PLAN 10

RESUMES, JOB SEARCH, INTERVIEWING

ACTIVITY: RESUME- Review a sample resume for grammar, word choice, layout, and style. What works and what doesn't work? Larger corporations today use computers to scan resumes for key words. As a result, some job search consultants recommend filling a two-page resume with multiple key words. This may not be attractive to the human eye, but the resume will stand out in a computer search. The style of resume you use may depend on the company you are applying to. This may require more than one resume.

ACTIVITY: Power Poses- "Your Body Language Shapes Who You Are." Watch the 21 Minute Youtube video by Amy Cuddy.

TOPIC: BUSINESS DRESS- A teacher should arrive in a business suit. Discuss the details of a well-fitting business suit, including color (blue or grey with a white shirt is always appropriate), fit, break in the trouser leg, length of blazer, lapel size, proportion of shirt collar, tie knot size and length (never below the belt buckle), and lapel size, belt, shoes.

ACTIVITY: Practice proper handshakes – firm and with eye contact. Teach that a hand shake is done with the eyes and hand at the same time. It should really be called an eye shake.

ACTIVITY: JOB INTERVIEWING- Propose 3 types of job interviews: Retail, Television Show Production assistant, and bank management trainee. Set the students in the class up like an interview board. Have students walk in the room one at a time, using body language only and no talking to interview for a job. Can the class guess what type of job the candidate is applying for based solely on body language?

HOMEWORK: Have each student prepare a resume.



PLAN 11

ACTIVITY: Solicit a volunteer to measure twenty minutes on a timer for a stretch break.

For students 18 and over who have shown readiness and responsibility, representatives from Wells Fargo will bring applications for a checking account and a low-limit student credit card to the classroom. The students must complete the applications. All mailing addresses for statements and cards should be the TGreen offices.

ACTIVITY: Owning v. Renting. Have students physically separate in the room with those who want to be renting in five years and those who want to own a house in five years in opposite sides. Have them debate why their choice is better.

TOPIC:

OWNING	RENTING
Grounded, Part of a Community	Mobility
Sense of Accomplishment	Better Cash Flow
More Space	No Down Payment
Interest and Taxes are Deductible	No Unexpected Repair Costs
Appreciation of Investment over time	One Call for Repairs
Can Rent Extra Space	

TOPIC: Mortgages, Amortization, Principal, Interest. Review Mortgage Amortization Tables. Discuss a self-liquidating mortgage. Payments stay flat every month, the amount depending on the term and the interest rate. Show how in a level payment the share of interest declines and the share of mortgage amortization increases with each payment.

ACTIVITY: Students who show up on time, listen in class, and have done the activities successfully can submit an invoice for \$25.00 in pay. The money will be transferred into each student's checking account by TGreen within 7 days. The students must save all the money for the time being and may not spend any of it.



PLAN 12

NOTE: Students return to class when their bank accounts are opened and their checks and first statements arrive. TGreen receives the statements and checks at their offices.

ACTIVITY: Solicit a volunteer to measure twenty minutes on a timer for a stretch break.

DISCUSSION: What are the advantages and disadvantages of keeping money in the bank? What are the risks of losing your money?

TOPIC: INSURANCE - How can you be sure the title company is correct and didn't miss something? Just to be safe, the Title Company sells insurance. If they made a mistake, and the borrower or lender has to pay off an old debt, the insurance will cover the loss.

ACTIVITY: Students who did not spend the money are given a special \$5.00 interest payment in cash by TGreen. How much interest did they earn from the bank?

ACTIVITY: Students are going on a virtual road trip. They are given \$5 each to buy insurance. They can buy \$30,000 collision insurance for their car. Three options are offered:

TYPE	COST	DEDUCTIBLE
No Insurance (Self-Insure)	0	n/a
BASIC	\$1	\$3
GOLD	\$2	\$1

Record what option each student wants. Put three chips or pieces of paper in a hat. Two should say "Accident – Car smashed" and one should say "You had a pleasant trip." Settle each student's insurance claim based on the amount they bought.

Accident: Car smashed	Accident: Car smashed	You had a pleasant trip
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Print out copies of the policies below to give to students when they purchase insurance. If they don't buy, they pay all their money back to the teacher (\$5) in a crash. If they buy basic and get in a crash, they pay the \$3 deductible back to the teacher. If they buy the Gold policy and get in a crash, they pay \$1 back to the teacher. Anything above the deductible is covered and they do not owe it.

TOPICS: INSURANCE TERMS:

Premium	Beneficiary	Deductible
Coverage	Policy	Policy Owner

<p>Auto Insurance Policy <u>BASIC</u></p> <p>Premium = \$1 Deductible=\$3 Coverage=Collision and Liability for one Car</p>	<p>Auto Insurance Policy <u>BASIC</u></p> <p>Premium = \$1 Deductible=\$3 Coverage=Collision and Liability for one Car</p>
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<p>Auto Insurance Policy <u>GOLD</u></p> <p>Premium = \$2 Deductible=\$1 Coverage=Collision and Liability for One Car</p>	<p>Auto Insurance Policy <u>GOLD</u></p> <p>Premium = \$2 Deductible=\$1 Coverage=Collision and Liability for One Car</p>
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**PLAN 13**

NOTE: Students return to class when their credit cards arrive.

ACTIVITY: Solicit a volunteer to measure twenty minutes on a timer for a stretch break.

ACTIVITY: The students receive their cards from TGreen and sign them. Documents that arrive with the card are reviewed. The students "visit" the TGreen store in class. Students select a \$1.00 item from the store. The students keep the item and pay for it by swiping their credit card through the TGreen card reader. Their credit cards get charged \$1.00. The cards are immediately collected by TGreen for safekeeping.

ACTIVITY: **CONSUMERISM-** Saving Vs. Spending. Break the group into teams and have them brainstorm ways they can save money right now. Share the ideas. (eg Asking for a cup at the movie theater to fill at the water fountain rather than buying a drink, or new vs. used car).

ACTIVITY: **CONSUMER REPORTS-** Bring a copy of the Consumer Reports Auto Ratings and Pricing Guide to class (It can be purchased at large newsstands and online). Have students flip through and ask what makes this magazine different than all other magazines (This may not work after 2016, as students may not be familiar with magazines!). The answer is that no ads appear. Discuss how this allows Consumer Reports to give impartial reviews. They buy each car they review. Fashion and other magazines and blogs are given products they review for free, and often reviews are given only to products that advertise. How could that influence reviews?

Have students name which car they would get if they could have any one as a gift. Read the review to determine if the car is recommended. Would that car be a wise choice? What criteria make it a smart or poor choice?

DISCUSSION: WARRANTIES- Stores and dealers make a great deal of money selling warranties and service agreements after a sale. This are usually not a worthwhile purchase financially. In general, skipping warranties and covering the cost of repairs yourself works out to cost less in the long run.

TOPIC: PARTNERSHIPS, MARRIAGE, DIVORCE- What are the advantages and disadvantages of starting a business with a partner? Discuss that marriage is a full, legal partnership. Getting married is easy, getting divorced is much more difficult. Debts are shared between married spouses no matter who spent the money. The same holds in a business partnership.

DISCUSSION: What topics should business partners discuss and write into a partnership agreement before forming and investing in a business? Should engaged people discuss and create a pre-nuptial agreement before they get married? What if one person has lots of assets? Would it hurt feelings or lower trust before the marriage?

ACTIVITY: Watch the 12-minute video "The Happy Secret to Better Work" by Shawn Acher.



PLAN 14

FIELD TRIP: Arrange a field trip to a local business with a tour by management. Explore different job opportunities and career paths at the company. Discuss strategy, finances, and challenges with the owner or senior level management.



PLAN 15

NOTE: Students return to class when their credit card statements arrive. The statements should show their \$1 purchase at the TGreen Store.

ACTIVITY: Solicit a volunteer to measure twenty minutes on a timer for a stretch break.

ACTIVITY: The elements of their credit card statement are reviewed and they learn how to read the statement.

ACTIVITY: Students learn how to write a check. Students pay their \$1.00 credit card bill with a check and properly address the envelope.

TOPIC: Validation and Mirroring. These are two of life's great skills that will facilitate many relationships, including with bosses, customers, friends, and spouses.

Mirroring is a communication method of repeating back to someone what they just said. This is also called active listening. It works especially well when a person is agitated or emotionally distraught. You, the listener, repeats back what you hear to the speaker. This proves to the speaker that you are interested, engaged, and that you accurately heard what he or she said. Speakers grow fond of a person who mirrors. It is a way to earn influence and good will. Here are some examples:

Speaker (crying) – “My mother never loved me.”

Listener (neutral tone) – “I hear you telling me that your mother never loved you.”

Or

Speaker (angry) – “This cell phone you sold me is a piece of junk because the speaker only works part of the time.”

Listener – “You are saying that the cell phone is junk because the speaker only works part of the time.”

In both cases, you have a ready-made answer for the speaker, the speaker will appreciate being heard, and you will clear up any confusion. When you are being attacked this is the best response and especially hard to do. With practice, it will come naturally and automatically.

Validation is a more sophisticated communication and relationship tool and is harder to grasp. It is also one of the most powerful techniques on the planet. In validation, you the listener empathize with the speaker, feel in your gut exactly what he or she is feeling (mirror the emotion, beyond mirroring just the words), walking in their shoes so to speak, and then you verbally confirm for the speaker that you understand what he or she is feeling. How does this work? Here are some examples.

Speaker – “My mother never loved me.”

Listener – “Not being loved by your mother must make you feel awful.”

Or

Speaker – “This cell phone you sold me is a piece of junk because the speaker only works part of the time.”

Listener – “I totally understand how having a cell phone that doesn't work must make you completely angry.”

Or

Speaker – “I think you stole \$20 out of my wallet.”

Listener – “Having money stolen is the worst feeling. Let's see if we can figure out what happened to it.”

Validating is not apologizing or agreeing. In the last case, you are not apologizing for the missing money because you didn't take it. Nor do you agree with the speaker that

you took the money. Even if you are not going to apologize or agree with the statement, you can and should still validate the feeling of the speaker.

This will diffuse an angry person in most situations. If it doesn't work the first time, repeat it sincerely a second and even third time. Eventually most people will settle down realizing they are being understood.

Validation works most but not all of the time. When a person is acting irrationally and wants a confrontation, validation may not be effective.

Caution- do not sound patronizing when validating. You must authentically feel in your gut what the person is feeling. You must be sincere and genuine in your response. You can't think in your head that the emotion is ridiculous. It is the speaker's emotion, so judging it is pointless. The speaker has every right to feel that way no matter what the rest of us believe. Here is an example of being patronizing rather than validating.

Speaker – "My job at McDonald's is killing me. I don't think I can take it anymore."
Listener (sarcastically) – "Flipping burgers all day must be really difficult."

Patronizing the speaker will get you the opposite effect that you want.

Why Mirror and Validate? Using these techniques put you in control of a potentially difficult or even disturbing conversation rather than be a victim of it. Smart companies, smart friends, smart partners, and smart spouses use this technique all the time.

ACTIVITY: Watch the YouTube video [It's Not About the Nail](#) by Jason Headley. Have the class raise their hands when Jason starts validating his mate's feelings. Watch for the reaction he gets when he finally validates properly. This video is proof that validating works.

ACTIVITY: Have the class pair off. Have each person state something emotionally intense, and then have the partner mirror and validate the sentence. Remember to not try and solve the speaker's problem. Once the listener mirrors and validates the statement, stop speaking.

ACTIVITY: Students who show up on time, listen in class, and have done the activities successfully can submit an invoice for \$25.00 in pay. The money will be transferred into each student's checking account by TGreen within 7 days. The students must save all the money for the time being and may not spend any of it.

HOMEWORK: Students may take their credit cards out of school for a short period (one or two nights) and spend no more than \$25 on their credit card. Students must return their credit cards to TGreen at the agreed deadline. Students who spend less and save some of their \$25.00 will get a one-time special interest bonus. Next month, TGreen will double every dollar they don't spend this month.

CONTINUING

For at least 6 months, students repeat the above cycle monthly, getting paid \$25 and charging up to \$25.00 on their credit cards. TGreen monitors the statements for charges within the allowed amount and timely payments. Students who show responsibility may keep their credit cards.

Any money students save at the end of the program will get doubled by TGreen.